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ABSTRACT

The course is designed to reinforce machine shorthand theory with emphasis on taking dictation with speed and accuracy. In this course, students are expected to complete the basic theory of techniques for writing sounds, in combinations of letters of the alphabet, on the keyboard of a touch shorthand machine; to increase their recording speeds; and to expand typewritten transcription practice. Machines are part of the classroom equipment. The guide outlines performance objectives, course content, suggested procedures, strategies, learning activities, evaluative instruments, and resources for students and teachers. An appendix provides a pretest, keyboard test, abbreviation test, typewriting centering test, and touch note tests. (MW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

MACHINE SHORTHAND DICTATION

Business Education--7706.33

CE 001898

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 095341

MACHINE SHORTHAND DICTATION

7706.33

Business Education

Written by Clara Joy F. Cropper
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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I. COURSE TITLE--MACHINE SHORTHAND DICTATION

II. COURSE NUMBER--7706.33

III. COURSE DESCRIPTION

A. Synopsis
Designed to reinforce machine shorthand theory with emphasis on taking dictation with speed and accuracy.

B. Occupational Relationships

Conference and convention reporter	Journalist
Court reporter	Technical secretary
Stenographer	Medical/legal secretary
Secretary	Executive secretary

C. Grouping
Machine Shorthand Dictation may be offered to various size groups: (1) standard class size--16 to 30 students; (2) small--2 to 15 students; or (3) an individual student. The students, especially those on independent study, must receive adequate orientation on the use of instructional tapes and equipment.

D. Rationale
In this course, students are expected to complete the basic theory of techniques for writing sounds, in combinations of letters of the alphabet, on the keyboard of a touch shorthand machine; to increase their recording speeds; and to expand typewritten transcription practice. Machines are part of the classroom equipment.

When students have completed this course, they are expected to have achieved a skill in taking dictation that is comparable to the skill of students completing Course No. 7706.31, Shorthand Dictation. Beginning with the next course, No. 7706.41, Shorthand Basic Transcription, machine and manual shorthand students will share learning opportunities.

Upon completion of this course, if a student evidences a weakness in basic skills, he should be encouraged to enroll in Course No. 7706.34, Intensive Review of Machine Shorthand Theory. If his skills are excellent, the next course is Shorthand Basic Transcription.

IV. COURSE ENROLLMENT GUIDELINES

A. Student Classification--Co-educational; grades 11-12

B. Prior Experiences Needed
Students should have attained the objectives of Course No. 7706.22, Intermediate Machine Shorthand Theory, and Course No. 7704.21, Business Applications of Typewriting Skills.

IV. COURSE ENROLLMENT GUIDELINES, Continued

C. Pretest

A pretest for this course is for students with prior machine shorthand experience. The pretest should measure the objectives for the prior courses in machine shorthand and typing as well as the objectives for this course so that each student may be placed in the sequence of skill learning at a place that is appropriate for him. Successful completion of the pretest will indicate that a student should progress to the next course.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course, students will be able to—

1. write touch shorthand from dictation of practiced material for two minutes at a minimum rate of 60 words a minute;

2. transcribe on the typewriter from touch shorthand notes in Item 1, following oral or written instructions as to margins or line length, spacing, and other items;

3. read given touch note material at the rate of 140 words a minute;

4. apply spelling rules in writing short forms on the machine, and spell words correctly in longhand or on the typewriter;

5. write three-stroke words in touch shorthand;

6. apply rules of punctuation in writing touch shorthand on the machine;

7. write given touch shorthand words containing letter combinations which represent abbreviations, consonant compounds, word sounds, word phrases, prefixes, and suffixes with 80 percent accuracy; and

8. write touch shorthand material which includes numbers with 80 percent accuracy.

VI. COURSE CONTENT

A. Equipment and Supplies

1. Basic

a. Shorthand machine (Stenograph or Stenotype) for each student
b. Tripod for each student
c. Chair for each student (suitable for good typing posture)
d. Typewriter for each student (manual or electric)
e. Table for typewriter, 20" x 40", adjustable in height
f. Touch shorthand textbook for each student
g. Tape recorder (one or more) and listening stations
h. Tapes, magnetic, with pre-recorded lessons

VI. COURSE CONTENT, Continued

i. Interval timer with bell
j. Stop watch, 60-second single sweep, silent stop
k. Typewriting paper
l. Tape, paper, for shorthand machine
m. Pens or pencils

2. Supplementary
a. Touch shorthand workbook for each student (individual study session forms)
b. Touch shorthand dictionary/handbook for each student
c. Overhead projector with roll attachment and screen

B. Pre-Dictation Activities (student)
1. Set up shorthand machine on tripods
2. Put tape in machines
3. Insert paper in typewriters
4. Arrange textbooks and keyboard charts on tables
5. Place pens (or pencils) in holders on shorthand machines

C. Techniques
1. Posture—eyes, arms, body, legs, hands
2. Stroking
a. Fingers should be curved properly on home row keys
b. Stroking of fingers should be quick and smooth

D. Fundamental Skills
1. Touch notes
a. Reading
b. Transcribing
2. Vocabulary words
a. Spelling correctly in touch shorthand
b. Spelling correctly in transcription
c. Word usage
3. Proofreading
a. On shorthand tape
b. In transcribed material
4. Punctuation
a. On shorthand tape
b. In transcribed material
5. Horizontal and vertical spacing on the typewriter
a. Elite typewriter
b. Pica typewriter
6. Horizontal and vertical centering on the typewriter
a. Backspace-from-center method
b. Mathematical method

E. Keyboard (Lessons 41-75)
New Keys (order of presentation may vary according to the textbook used)
1. Initial keys (W, F, B, H, M, V, G, Z, Y)
2. Final keys (G, M, D, B, V, Z, X, J)
3. Initial consonant compounds (SW, KW, TW, FR, FL, SH, BL, TH, WH, BR, THR, CH, SN, GL, GR, RJ)

VI. COURSE CONTENT, Continued

4. Final consonant compounds (RM, MT, MS, RN, NG, GS, LG, TH, ND, LD, RB, BL, BD, VD, VS, VG, CH, IT, SH, JD, SHD, SHG, NG, NJ, NK)
5. Word endings (MENT, SHUN, BODY, THING, KSHUN)
6. Word sounds (VOR, VER, FOR, FER, OI)
7. Numbers (3, 8, 5, 0)

F. Maintaining and Caring for the Shorthand Machine
1. During class
2. At the end of the class period

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

The method of teaching machine shorthand will vary according to the number of students to be taught, availability of resources, etc. The procedures best suited to present the content of this course will include teacher demonstrations, oral instructions, instruction sheets, audio-visual presentations, and combinations of these methods. Skill will be developed and analyzed through practice sessions, skill technique drills, dictation performance drills, reading and transcribing practices, and evaluation procedures.

The teaching tapes and study session forms available from Stenograph will permit most students to proceed with the learning of this skill at their own rates. The teacher will need to supervise the learning situation and provide the proper equipment, including headsets, and give periodical tests to check on progress. These students may be scheduled into any class that is based on individualized instruction.

Other students may use the tapes and study session forms, but they will need additional personal help from the teacher.

If tapes and study session forms are not available, enough machines for a full class of touch shorthand students should be available, because the teacher will need to give oral instructions and dictation.

The drills suggested in the preceding course outline (Intermediate Machine Shorthand Theory) and the additional activities listed below will be especially helpful in a full-class situation but will be useful in all arrangements. The teacher is encouraged to record these and other drills on magnetic tape for use by students who need such drills so that students not requiring them may spend their time in a manner more profitable to them.

A. English Skill Drills
Purpose: To enable the student to learn how to use correct vocabulary, punctuation, spelling, and meanings in transcription.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

TYPE OF DRILL	PROCEDURE
Punctuation Drill	Insert commas in transcription material; follow punctuation rules.
Word Ending Drill	Given a list of vocabulary words, add the past tense to each word, spelling it correctly.
Spelling Drill	In a list of vocabulary words, each word contains one or more blank spaces for silent letters in that word. Spell each word correctly filling in the blank silent letters. EXAMPLE: g_aranteed strai__t ac_nowle_ge

B. Typing Drills
Purpose: To help students improve speed and accuracy in using the typewriter—to increase transcription ability.

TYPE OF DRILL	PROCEDURE
Speed Drill	Give one-minute timings on easy material, stressing speed in typewriting. Increase the number of strokes each timing. Goals for 20-second, 15-second, and 12-second timings: Type as many words in the second and third timings as in the first timing.
Accuracy Drill	Type given alphabetic material accurately. Only perfect lines will be counted in the five-minute timing.
Horizontal Centering Drill	Center typewritten material horizontally on the paper (elite or pica).
Spacing Drill	Type material, inserting proper spacing before and after punctuation such as commas, colons, and periods.

C. Field Trip
Take the class on a field trip to a court trial to watch a court reporter operate a touch shorthand machine in taking notes of the courtroom proceedings.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

D. Guest Speaker
Invite a secretary who uses touch shorthand in her work to come and speak to the class about her job.

VIII. EVALUATIVE INSTRUMENTS

The tests and drills included in this section are examples of the types of items that may be used to evaluate student progress. One suggested test or drill to evaluate each major item included in the course content is included in the Appendix. Each includes instructions for students. At the teacher's discretion, other tests or drills may be used. The evaluative items are:

ITEM	PURPOSE
A. Keyboard Test	To measure the students' ability to locate letters and numbers on the shorthand machine.
B. Touch Note Test	To measure the students' ability to read machine shorthand within a given time.
C. Shorthand Speed Test	To measure the amount of speed that has been gained by the students while writing shorthand on the machine.
D. Transcription Test	To measure the students' ability to read touch notes and transcribe them correctly on the typewriter.
E. Typewriting Centering Test	To measure the students' ability to center material horizontally on the typewriter.
F. Spelling Test	To determine if the students have developed the ability to spell the vocabulary words correctly.
G. Word Knowledge Test	To determine if the students have developed the ability to use words properly in sentence structure.
H. Abbreviation Test	To measure the students' ability to write and transcribe shorthand abbreviations correctly.

Pretest and Posttest
The pretest and posttest should be parallel in construction and measure the student's achievement of all of the performance objectives of the course.

IX. RESOURCES FOR STUDENTS

A. Books, Handbooks, and/or Workbooks

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Dictionary/Handbook. Skokie: Stenograph, 1967.

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Individual Study Session Forms. Skokie: Stenograph, 1967.

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Touch Shorthand, Book 1. Skokie: Stenograph, 1967.

B. Audio-Visual Aids

1. Tapes and Records

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Dictation Record Set, Book 1. 30 min. Stenograph.

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Instruction/Dictation Tape Set. 15 min. per lesson; available in either single-, two-, or three-channel form. Stenograph.

2. Chart

Individual Shorthand Machine Keyboard. Skokie: Stenograph.

X. RESOURCES FOR TEACHERS

A. Books and Pamphlets

Nixdorf, Marion E.; Dungan, Jon R.; and Ruegg, Robert J. Touch Shorthand Teacher's Manual, Book 1. Skokie: Stenograph, 1967.

Stewart, Marie M.; Lanham, Frank W.; Zimmer, Kenneth. Business English and Communication, 3rd edition. New York: Gregg Division of McGraw-Hill Book Co., 1961.

S. Touch Shorthand Letter. Skokie: Stenograph, Sept. L, Box 224, semi-annual.

The Touch Shorthand Teacher—Educational Course Guide. Skokie: Stenograph.

Visaggi, John. Shorthand Speed Development and the Dictation Disc Record. New York: Dictation Disc Company, 1967.

B. Chart

Shorthand Machine Keyboard Chart (for wall). Skokie: Stenograph.

APPENDIX

PRETEST

Part I: Ability to Write Touch Shorthand

Instructions to the teacher: Dictate at 40 words per minute for two minutes. Allow 5 minutes for transcription.

Ask John to tell you a story. He is a sailor and likes to tell tales of the sea. He tells of Rio and Paris. (20) He tells tales of all seven seas.

John tells of a sight he saw in January as he took a tour in a (40) city in Spain. He can also tell you of a trip he will take in December as he sails to the East. John will (60) take a tour of Japan in a car. He plans to see the country and people.

John is really a top story teller. (80)

Performance	Points
0-1 error	88
2 errors	83
3-4 errors	78
5 errors	73
6-	0

Circle all errors to determine points of Part I of Pretest.

Part II: Ability to Spell

Instructions to the teacher: Dictate each word and the sentence that follows. Ask students to spell each word correctly, taking care to spell the word according to the way it is used in the sentence.

1.	principal	The principal source of energy is the sun.
2.	assistance	We ask your assistance in building good morale.
3.	except	Everyone except Ann was at school this morning.
4.	patience	Patience is a virtue when working with animals.
5.	whether	We could not tell whether it would snow.
6.	grate	The escapee has removed the grate from the main sewer.
7.	whole	The whole class enjoyed the movie.
8.	leased	The group leased the hall for one year.
9.	course	The course of an argument is usually unpleasant.
10.	site	It is hard to build a home on the mountain site.

Performance	Points
10 correct	10
9 correct	9
8 correct	8
7 correct	7
6 correct	6
5-	0

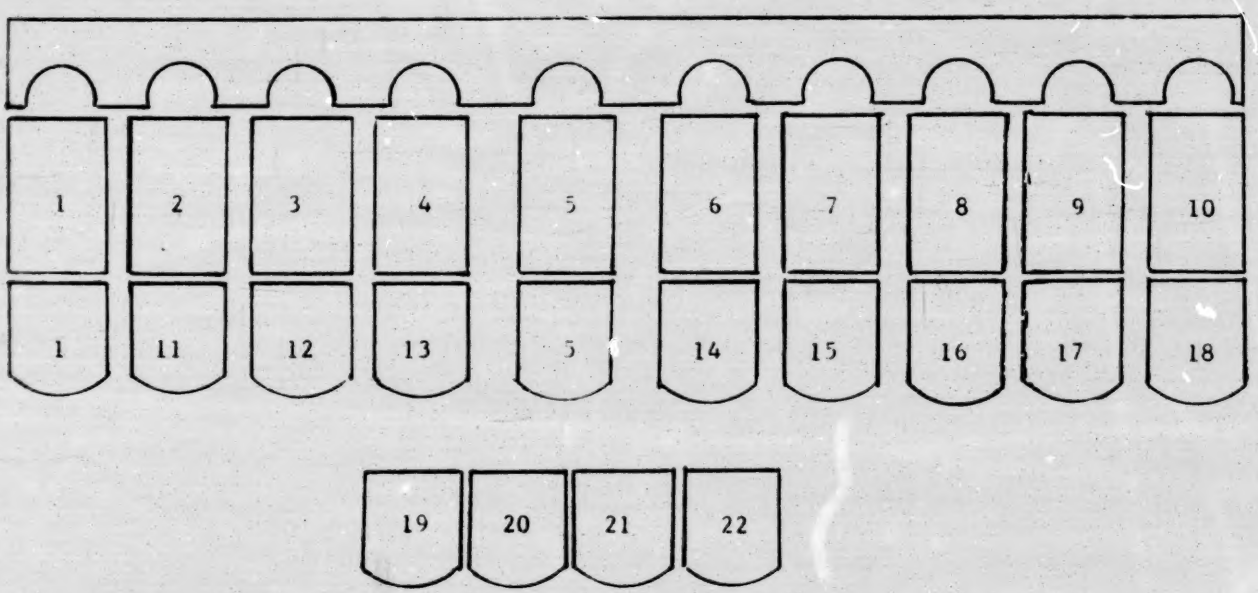
Pretest, Continued

Add together points scored in the two parts of the Pretest. Compute the composite grade by referring to the grading scale on the right.

96 - 100	points	A
90 - 95	points	B
80 - 89	points	C
70 - 79	points	D

KEYBOARD TEST

Instructions: Identify the keys shown on the diagram in terms of the listed numbers.



1. 12
2. 7, 8
3. 2, 3
4. 6
5. 10
6. 3, 4
7. 15
8. 11
9. 16
10. 1, 13
11. 2, 3, 11, 12
12. 15, 16, 17
13. 3
14. 21, 22
15. 15

ABBREVIATION TEST

Instructions: Write the following shorthand abbreviations at the rate of one per second, then transcribe them on the typewriter.

go	file	wrote	about	particular
if	July	which	there	remember
he	they	where	accept	information
use	ever	would	receive	Wednesday
Mr.	many	think	avenue	November
why	help	order	write	October
can	very	money	August	envelope
did	that	today	every	February
had	have	could	thank	another
Mrs.	been	reply	inform	necessary

WORD KNOWLEDGE TEST

Instructions: Below are sentences that include two words that sould alike but are spelled differently and have different meanings. Read each sentence and underline the word that best completes the sentence.

1. The girls must come in (altogether—all together), right now.
2. It is (all ready—already) past the time for delivery.
3. Your car is (all ready—already) for the trip.
4. Your dog is (all ready—already) four years old.
5. (All together—Altogether), the bills come to $30,000.
6. (All together—Altogether), two hundred people came to the church.
7. The package is (all ready—already) for your birthday.
8. Two hundred people have (all ready—already) sent their greetings.
9. It costs (all together—altogether) too little money.
10. It is (all together—altogether) amazing.
11. Send my (complements—compliments) to the mayor.
12. (It's—Its) seldom we receive a letter.
13. Part 4450 (compliments—complements) the other part.
14. The (compliment—complement) of the steering wheel is the sail.
15. Several (compliments—complements) were received by the doctor.
16. A (stationery—stationary) store can provide the paper.
17. The (stationery—stationary) presses weight several pounds.
18. Several parts were removed from (its—it's) motor.
19. (Stationery—Stationary) should reflect the company's good will.
20. We know (its—it's) unusual to order a large sweater.

TYPEWRITING CENTERING TEST

Instructions: Leave a top heading of 1½ inches. Remove all tab and margin stops. Set a tab stop at the center point of your typewriter. Center each line horizontally on a half sheet of paper. Use double spacing.

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SPELLING TEST

Instructions: Number down the paper from 1 to 20 and spell each word correctly in the past tense form as it is dictated.

1. excelled
2. conferred
3. deferred
4. acquitted
5. offered
6. worshiped
7. occurred
8. counseled
9. credited
10. remitted
11. incurred
12. projected
13. differed
14. controlled
15. transferred
16. equipped
17. compelled
18. debited
19. opened
20. traveled

TOUCH NOTE TEST

Instructions: Read touch note material silently under timing and have the students raise their hands the moment they have finished reading.

Total number of words in material; approximately 160
Length of timing: 50 seconds A
60 seconds B
70 seconds C
80 seconds D

For further testing on this material, the teacher may call on different students to read certain phrases, sentences, or paragraphs aloud.

SHORTHAND SPEED TEST

Instructions: Dictate material at 50, 60, 70, and 80 words a minute. The students write each of these timings in shorthand, correcting any errors with an asterisk as they write. Select the highest speed timing with the fewest uncorrected errors.

TRANSCRIPTION TEST

Instructions: After practicing the preview words, two letters will be dictated, each at 50 words per minute. The student is to scan his touch notes and select one letter to be transcribed correctly on the typewriter, within a five-minute time limit.